

MISSOURI STATE DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
DIVISION OF SPECIAL EDUCATION

IDEA SURVEY

NAME OF SCHOOL DISTRICT: \_\_\_\_\_ COUNTY/DISTRICT CODE: \_\_\_\_\_  
CONTACT PERSON: \_\_\_\_\_ PHONE #: \_\_\_\_\_  
FAX #: \_\_\_\_\_ E-MAIL: \_\_\_\_\_

Check yes or no in the following boxes.

IDEA SURVEY		
	The following survey items are related to general education intervention, referral and evaluation:	
1)	Does the school district currently implement data collection and analysis procedures to periodically determine race/ethnicity proportionality for the overall identification, identification by a particular disability and the declassification of students who are determined to be disabled?	<input type="checkbox"/> Yes <input type="checkbox"/> No
2)	Does the school district review data related to referrals to special education to detect any pattern that might indicate a problem with disproportionate referrals of students of a particular race or native language?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3)	Does the district have a written referral policy which indicates the importance of offering general education support services (such as Educationally Related Support Services and Section 504 accommodation) and ongoing communication with parents prior to referral to special education?	<input type="checkbox"/> Yes <input type="checkbox"/> No
4)	Has information been provided to all instructional and administrative personnel on the range of general education support services available in the district?	<input type="checkbox"/> Yes <input type="checkbox"/> No
5)	Has staff development been provided to appropriate personnel regarding cultural and language differences between groups and implications for assessment, and appropriate interpretation of results?	<input type="checkbox"/> Yes <input type="checkbox"/> No
6)	Does the school district analyze data to determine race/ethnicity proportionality in the placement of students with disabilities in school buildings and educational settings that include general education students?	<input type="checkbox"/> Yes <input type="checkbox"/> No
7)	Are IEP team members familiar with requirements to place students with disabilities in the least restrictive environment?	<input type="checkbox"/> Yes <input type="checkbox"/> No
8)	Are placement decisions made by the IEP team based on a student's educational needs rather than based on classification?	<input type="checkbox"/> Yes <input type="checkbox"/> No
9)	Does the school district review data disaggregated by race/ethnicity to assess whether all students are making progress?	<input type="checkbox"/> Yes <input type="checkbox"/> No
10)	Are behavioral intervention plans implemented in order to maintain students in general education buildings?	<input type="checkbox"/> Yes <input type="checkbox"/> No
11)	Does the school district provide parents and staff demographic information about the racial make-up of the special education programs in the district?	<input type="checkbox"/> Yes <input type="checkbox"/> No
12)	Has the school district implemented any actions/initiatives, to address the race/ethnicity disproportionality issue(s) identified?  If yes, please describe:	<input type="checkbox"/> Yes <input type="checkbox"/> No
13)	Does the school district plan to implement any actions/initiatives in order to address the race/ethnicity disproportionality issues identified?  If yes, please describe:	<input type="checkbox"/> Yes <input type="checkbox"/> No

Write in the letters corresponding to the primary, second and third reasons on the lines provided in the right-hand column.

14)	<p>What is the primary reason (enter one), second reason (enter one or none) and third reason (enter one or none) resulting in the statistically disproportionate representation of students with specified race/ethnicity characteristics being identified as having disabilities or in having particular disabilities in your district:</p> <p>A) Lack of personnel participation in cultural/linguistic diversity training</p> <p>B) District lacks evaluation instruments and/or protocols which are culturally/racially neutral</p> <p>C) Lack of familiarity with, or adherence to, disability definitions contained in the State Plan</p> <p>D) Lack of availability of general education programs such as speech and language improvement services, bilingual education and remedial programs</p> <p>E) Lack of adequate communication with parents regarding student performance and behavior in light of cultural, racial or ethnic considerations</p> <p>F) The location of a group home facility or homeless families facility within the school district catchment area</p> <p>G) The appropriateness of declassification is not considered at all IEP reviews conducted by the IEP teams</p> <p>H) Parent satisfaction with special education, resulting in parent pressure to keep students classified</p> <p>I) Upon completing appropriate evaluations and applying definitions prescribed in the State Plan, the district has determined that there <b>is</b> a higher incidence of disability across all disability categories among the racial/ethnic groups(s) identified</p> <p>J) Upon completing appropriate evaluations and applying definitions prescribed in the State Plan, the district has determined that there <b>is</b> a greater incidence of a particular disability (e.g., ED, MR, LD, SI) among the racial/ethnic groups identified</p> <p>Other (describe): _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Item letter corresponding to primary reason</p> <p>_____</p> <p>Optional item letters corresponding to second and third reasons</p> <p>_____</p> <p>_____</p>
15)	<p>What is the primary reason (enter one), second reason (enter one or none) and third reason (enter one or none) resulting in the statistically disproportionate placement of students with disabilities in more restrictive settings in your school district:</p> <p>A) Insufficient space or facilities available</p> <p>B) Insufficient support services to maintain students in general education</p> <p>C) Local feeder patterns (e.g., magnet or neighborhood school) that result in the clustering of students of like race/ethnicity characteristics</p> <p>D) Insufficient training to implement behavioral intervention plans to maintain students in general education</p> <p>E) The continuum of less restrictive service (e.g., consultant teacher service) is not available in all school district buildings</p> <p>F) Other (describe): _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Item letter corresponding to primary reason</p> <p>_____</p> <p>Optional item letters corresponding to second and third reasons</p> <p>_____</p> <p>_____</p>

“The Missouri Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs may be directed to the Jefferson State Office Building, Title IX Coordinator, 5<sup>th</sup> Floor, 205 Jefferson Street, Jefferson City, Missouri 65102-0480; telephone number 573-751-4581.”